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ABSTRACT

The original "Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies" were presented to the education community by the Council of Learned Societies in Education (CLSE). The standards were first developed and published in 1977-78. In response to recent developments in the field of teacher preparation, licensure, and assessment, CLSE has revised the standards to warrant publication of this second edition in 1996. The standards include treatments of each of the following professional education components: (1) defining foundations of education; (2) initial teacher certification and continuing professional development (inservice education); (3) school principal, school superintendent, school psychologist, and school counselor certification programs; (4) nonfoundations graduate degrees and program in education; (5) joint graduate degrees and programs involving foundations of education, educational studies, and educational policy studies; (6) Master's and educational specialist degrees and programs in the foundations of education, educational studies, and educational policy studies; (7) doctoral degree programs in foundations of education, educational studies, and educational policy studies; and (8) professional development of faculty in foundations of education, educational studies, and educational policy studies. The appendix contains a matrix of six general principles to help higher education and professional-development agencies in designing and evaluating professional-preparation-and-development programs with strong foundations components. (LMI)

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Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies

Second Edition, 1996
Second Printing, 1997

Presented
to the Educational Community
by The Council of Learned Societies in Education

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Introduction

This Second Edition of the ***Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies*** is presented to the educational community by the Council of Learned Societies in Education (CLSE) on behalf of the Council's twenty member societies. The Standards were first developed and published in 1977-1978 by the American Educational Studies Association, and CLSE assumed proprietorship and responsibility for dissemination and advocacy of the Standards following adoption of the document by each of its member societies in the early 1980s. In 1986, the original Standards were republished with a new introduction by CLSE through Prakken Publications and the resulting booklet was widely circulated at colleges of education, state departments of education, and national accreditation agencies.

In response to recent developments in the field of teacher preparation, licensure, and assessment, CLSE has revised the Standards sufficiently to warrant publication of this Second Edition in 1996.

Purposes of the Standards

The original Standards were designed to inform evaluation criteria published by national, regional, and state accreditation agences, state departments of education, local education agencies, teacher centers, and teacher organizations. The standards therefore included treatments of each of the following professional education components: (1) Initial teacher certification; (2) Professional development (inservice education); (3) Non-foundations graduate degrees and programs; (4) Graduate degrees and programs offered jointly by foundations and other faculty; (5) Masters and educational specialist degrees and programs in the foundations; (6) Preparation of faculty; and (7) Professional development of faculty.

This Second Edition continues to address these major components while providing greater emphasis on defining the foundations of education and on foundational studies in preparation of such school professionals as psychologists, counselors, and administrators. A new standard was created to capture this emphasis, bringing the total to eight. The underlying assumption for the Standards in each of these areas is that important correlations exist among educators' professional and scholarly qualifications, professional judgments, and professional performance, even though the last cannot appropriately be reduced to a

prescribed set of behaviors or standardized performance levels. Good program assessment requires informed judgment, and the Standards are designed to assist qualified professionals in making sound and helpful judgments about program quality. The ultimate purpose of the Standards, in turn, is to promote quality instruction and learning in foundational studies to guarantee to the extent possible that students have opportunities to acquire interpretive, normative, and critical perspectives on education through rigorous study and field experiences.

Role of the Humanities and Social Sciences

At the time the Standards were first developed, it was considered important to affirm clearly the important role of the humanities and social sciences in preparing educational professionals and to address the failure of accreditation criteria to distinguish between the social and behavioral sciences in foundational studies. Thus, the original Standards emphasized that instruction in the behavioral sciences, usually represented by foundational studies in Educational Psychology, was not an acceptable substitute for foundational studies in the humanities and social sciences. The Second Edition sustains this conviction. As tomorrow's educators are called upon to exercise sensitive judgments amidst competing cultural and educational values and beliefs, they will continue to need studies in the ethical, philosophical, historical, and cultural foundations of education to inform their decisions.

The Standards were first developed partly to resist an emphasis, growing in the 1970s, on a narrowly behaviorist, competency-based evaluation movement in education. In the 1990s, this behaviorist emphasis has been replaced by a diversity of approaches to evaluation in education and, more specifically, in teacher education. What is prominent amidst this diversity, however, is the growing consensus that more systematic and theoretically sound assessment of teachers and teacher preparation programs is a necessary component of educational improvement in this country. The last decade has witnessed the establishment of a National Board for Professional Teaching Standards (NBPTS), for example, and the decision by the great majority of states to establish formal partnership agreements with the National Council for Accreditation of Teacher Education (NCATE). In addition, the newly established Interstate New Teacher Assessment and Support Consortium (INTASC) has established formal relations with NBPTS and NCATE, and a number of states have adapted INTASC principles to state-level teacher assessment. Whether these organizations will have their intended impact on the teaching profession remains to be seen, but it is reasonable to conclude that the standards they establish for professional preparation programs and for what teachers should know and be able to do will have consequences for what is included in, and omitted from, teacher preparation programs and curricula.

In the late 1980s, recognition of the growing emphasis on evaluation of

teachers and teacher preparation programs led CLSE to organize support among member societies for affiliation as a member of NCATE and a voting seat on one of NCATE's five governing boards (Executive, Unit Accreditation, State Partnership, Specialty Area Studies, and Appeals). CLSE has exercised its voice vigorously and effectively in NCATE deliberations and decision-making since the early 1990s.

Deliberations of CLSE Task Force

CLSE formed a Task Force in 1992 to re-examine the Standards in light of the changing assessment climate in teacher education. The charge to the Task Force was to consider the extent to which the Standards adequately reflected the issues being debated in national credentialing and accreditation forums and among member societies of CLSE with regard to the role of the foundations in teacher education, and to recommend changes where necessary. The Task Force deliberations were assisted by special issues of *Teachers College Record* (Vol. 91, No. 3, Spring 1990) and *Educational Foundations* (Vol. 7, No. 4, Fall 1993), both devoted to re-examination of the role of the foundations in teacher preparation.

This Second Edition of the Standards is the result of broad consultation by the Task Force with and among member societies of CLSE. The revisions presented here preserve the strengths of the original edition of the Standards, while further clarifying the role and nature of foundational studies in professional preparation programs. CLSE anticipates that this Second Edition will be of valuable assistance not only to those seeking to evaluate teachers and teacher preparation and development programs, but also to anyone engaged in preparing educators to understand and respond to the social contexts that give meaning to education itself—both in and out of schools.

The Standards

STANDARD I
Defining Foundations of Education

Foundations of Education refers to a broadly-conceived field of educational study that derives its character and methods from a number of academic disciplines, combinations of disciplines, and area studies, including: history, philosophy, sociology, anthropology, religion, political science, economics, psychology, cultural studies, gender studies, comparative and international education, educational studies, and educational policy studies. As distinct from Psychological Foundations of Education, which rely on the behavioral sciences, these Standards address the Social Foundations of Education, which rely heavily on the disciplines and methodologies of the humanities, particularly history and philosophy, and the social scienes, such as sociology and political science. The purpose of foundations study is to bring these disciplinary resources to bear in developing interpretive, normative, and critical perspectives on education, both inside and outside of schools.

The **interpretive** perspectives use concepts and theories developed within the humanities and the social sciences to assist students in examining, understanding, and explaining education within different contexts. Foundational studies promote analysis of the intent, meaning, and effects of educational institutions, including schools. Such studies attend particularly to the diverse contexts within which educational phenomena occur, and how interpretation can vary with different historical, philosophical, and cultural perspectives.

The **normative** perspectives assist students in examining and explaining education in light of value orientations. Foundational studies promote understanding of normative and ethical behavior in educational development and recognition of the inevitable presence of normative influences in educational thought and practice. Foundational studies probe the nature of assumptions about education and schooling. They examine the relation of policy analysis to values and the extent to which educational policymaking reflects values. Finally, they encourage students to develop their own value positions regarding education on the basis of critical study and their own reflections.

The **critical** perspectives employ normative interpretations to assist

students to develop inquiry skills, to question educational assumptions and arrangements, and to identify contradictions and inconsistencies among social and educational values, policies, and practices. In particular, the critical perspectives engage students in employing democratic values to assess educational beliefs, policies, and practices in light of their origins, influences, and consequences.

Particular disciplinary studies in, *e.g.*, the history, philosophy, or sociology of education shall be considered as study in the Foundations of Education provided the above perspectives are addressed and promoted. The objective of such study is to sharpen students' abilities to examine, understand, and explain educational proposals, arrangements, and practices and to develop a disciplined sense of policy-oriented educational responsibility. Such study develops an awareness of education and schooling in light of their complex relations to the environing culture.

Study in Foundations of Education shall NOT be equated with "Introduction to Education" coursework unless such study clearly addresses the three perspectives indicated in this Standard and is taught by individuals specifically trained in Foundations of Education.

Discussion of Standard I

Foundations of Education study employs a number of different disciplinary perspectives to discern how schools equip young people to assume adult positions in American society. The aim of such study is not simply to describe accurately the connection between the internal organization of schools and their socializing mission. Foundations also refers to a tradition of academic inquiry that seeks to expose and make explicit the relationship between educational methods and values. Foundational inquiry compares words to deeds and intentions to consequences. In so doing it helps judge whether an action is warranted, that is, whether it is supported by reason and evidence. A foundational approach to the study of education assesses the logical connections between the educational goals we select and the means we employ to achieve them. Foundational study, therefore, contains a prescriptive as well as a descriptive dimension: to consider in tandem what schools **are** doing and what they **ought to be** doing. Such study focuses on the ways schools carry out their mission of preparing individuals to occupy productive roles in our society. A common theme is discernment of educational aims that are implied in current school practices as well as in recommendations for modifying such practices. Foundational study serves to gradually deepen the ability of prospective and veteran teachers to answer the overarching question: Why do American schools operate the way they do?

From its origin in the 1930s, Foundations of Education has been subjected to a variety of interpretations and approaches. There are those who have promoted the idea that Foundations of Education should be assembled around educational issues, using the issues as curriculum-selecting and curriculum-organizing principles. Some have insisted that interdisciplinary and generalist concerns should supersede the commitments of Foundations of Education scholars to specific disciplines. Others have held to the priority of close disciplinary ties for Foundations of Education scholars. Some have promoted the desirability of curriculum liaisons between Foundations of Education scholars and teacher educators in other fields, for example, administration, counseling and guidance, urban education, and curriculum and instruction. Still others have argued for the establishment of working ties between Foundations of Education scholars and community groups and for involvement in areas of concern that go beyond the school enterprise. At the present time there are distinguished advocates for all of these approaches.

The Council of Learned Societies in Education takes the official position of supporting a diversity of Foundations of Education arrangements in relation to academic, teacher-education, and community groups. This position is based on the belief that an overarching and profoundly important academic and professional purpose unifies persons who identify with the various approaches to Foundations of Education, namely, the development of interpretive, normative, and critical perspectives on education, including non-schooling enterprises. There is, moreover, a shared contemporaneous orientation among Foundations of Education scholars resulting in a deep concern for the cultural and educational consequences of present circumstances, events, and conditions. In responding to the social issues and crises of the times, Foundations of Education scholars maintain a professional and intellectual tradition which was initiated in the 1930s.

A common focus of attention on education differentiates Foundations of Education scholars from academicians in the liberal arts and sciences. Although the nature of Foundations of Education presupposes collaboration with scholars in the liberal arts and sciences, sound programs require faculty who are qualified as Foundations of Education scholars.

Standard II

Interpretive, Normative, and Critical Studies Component of Initial Teacher Certification and Continuing Professional Development

Professional preparation leading to initial teacher certification and/or

licensure shall include studies (at least one course, preferably two or more) in the foundations of education. Such study shall promote the development of interpretive, normative, and critical perspectives on education and schooling as defined in Standard I.

Inservice education for the continuing professional development of educational practitioners and field personnel shall include foundational studies which foster the interpretive, normative, and critical perspectives on education described in Standard I.

In the preservice program, instruction in the interpretive, normative, and critical perspectives on education should reflect and serve the rationale and goals of the professional teacher preparation program. No particular organization or format is specified. Learning may be structured around aspects of the school-society relationship, issues in educational policy, or particular disciplines, *e.g.*, the history, philosophy, and sociology of education. Field experiences designed and supervised in collaboration with educational practitioners are appropriate components of foundational studies when those experiences contribute to students' abilities to interpret and communicate the content and context of educational thought and practice. This standard recognizes the importance of such areas of study as educational psychology, curriculum and instruction, educational administration, and pedagogical methods within professional teacher preparation programs. However, instruction in these areas is not an acceptable substitute for humanistic and social foundational studies. The general objectives of these foundational studies are to introduce students to interpretive uses of knowledge germane to education and to establish a basis for life-long learning through normative and critical reflection on education within its historical, philosophical, cultural, and social contexts.

Discussion of Standard II

This Standard seeks to ensure at least a minimum foundational studies component in initial teacher certification programs as a disciplined basis for developing interpretive, normative, and critical perspectives on education. Standard II also seeks to ensure that instruction in Foundations of Education, Educational Studies, or Educational Policy Studies is part of inservice or continuing professional development programs and that such instruction is staffed by appropriately qualified faculty.

Standard II is addressed to criteria of accreditation agencies that prescribe instruction in humanistic and behavioral studies in education within the professional preparation component of each curriculum for prospective teachers. It acknowledges the basic distinction between the social and behavioral sciences and

does not intend to establish instructional guidelines for the latter. For candidates in initial teacher certification programs, social foundations studies contribute directly to the development of interpretive, normative, and critical perspectives on educational arrangements, practices, and discourse. They focus on the content and context of issues and problems that are fundamental to education, regardless of the candidate's eventual area of specialization.

The foundational component of the professional preparation program is to be developed and conducted or supervised by persons who meet the qualifications of Standard VIII. As a rule, these faculty members will be identified with Foundations of Education, Educational Studies, or Educational Policy Studies. They are expected to maintain collaborative relations with colleagues in other academic units of the department, school, or college of education and with educational practitioners.

Standard III

Interpretive, Normative, and Critical Studies Component of School Principal, School Superintendent, School Psychologist, and School Counselor Certification Programs

Professional preparation leading to certification and/or licensure as a school principal, school superintendent, school psychologist, or school counselor shall include studies (at least one course, preferably two or more) in foundations of education. Such coursework must utilize the foundations' interpretive, normative, and critical perspectives to address: (1) societal and cultural influences on schooling; (2) the analysis of policy issues; and (3) the ethical dimensions of schooling.

Discussion of Standard III

This Standard seeks to ensure common general qualifications in foundational studies among certification and/or licensure candidates in programs in such fields as educational leadership, school psychology, and school counseling.

Candidates seeking certification and/or licensure in educational leadership, school psychology, and school counseling must be able to employ informed interpretive, normative, and critical perspectives on educational arrangements, practices, and discourse. At levels appropriate to graduate level study, founda-

tional instruction exposes students to research and field experiences that promote knowledge and understanding of the content and context of fundamental issues and themes in the fields of school leadership, psychology, and counseling. Faculty in institutions that include educational psychology among foundational studies should note that instruction in the behavioral sciences alone cannot satisfy this Standard. Rather, this Standard is addressed specifically to instruction in humanistic and social foundational studies. It assumes that additional studies in the behavioral sciences are required. Instruction intended to satisfy this Standard is offered by faculty typically associated with the Foundations of Education, Educational Studies, or Educational Policy Studies who meet the qualifications stipulated under Standard VIII.

STANDARD IV
Interpretive, Normative, and Critical Studies Component of Non-Foundations Graduate Degrees and Programs in Education

Masters and doctoral degree programs in Education specializations other than Foundations of Education, Educational Studies, and Educational Policy Studies shall include foundational studies which promote the development of interpretive, normative, and critical perspectives on education as described in Standard I.

Discussion of Standard IV

This Standard seeks to ensure at least a minimum foundational studies component in all graduate programs offered by departments, schools, and colleges of education in order that candidates specializing in all fields of education have a disciplined basis for developing interpretive, normative, and critical perspectives on education.

Candidates seeking masters and doctoral degrees in education require informed interpretive, normative, and critical perspectives on educational arrangements, practices, and discourse. At levels appropriate to masters or doctoral programs, foundational instruction exposes students to research and field experiences that promote knowledge and understanding of the content and context of fundamental issues and themes in education. Faculty in institutions that include educational psychology among foundational studies should note that instruction in the behavioral sciences alone cannot satisfy this Standard. Rather, this Standard is addressed specifically to instruction in humanistic and social foundational

studies. It assumes that additional studies in the behavioral sciences are required. Instruction intended to satisfy this Standard is offered by faculty typically associated with the Foundations of Education, Educational Studies, or Educational Policy Studies who meet the qualifications stipulated under Standard VIII.

STANDARD V

Joint Graduate Degrees and Programs Involving Foundations of Education, Educational Studies, and Educational Policy Studies

Joint masters or doctoral programs involving foundational studies shall include instruction in at least three of the following disciplines or areas of study: history of education, philosophy of education, sociology of education, religion and education, anthropology and education, politics of education, economics of education, comparative and international education, cultural studies in education, gender studies in education, educational studies, and educational policy studies.

Discussion of Standard V

This Standard seeks to ensure common general qualifications in foundational studies among candidates in graduate programs jointly controlled by faculty in Foundations of Education, Educational Studies, or Educational Policy Studies and faculty in other academic units.

At a growing number of institutions of higher education, joint graduate programs have been established involving faculty in Foundations of Education, Educational Studies, or Educational Policy Studies. Illustrative areas of emphasis or concentration in joint programs are: adult education; alternative education; the arts; bilingual education; counseling and guidance; community development; computer programming; curriculum and instruction; early childhood education; educational administration; educational planning and management; educational technology; environmental sciences; futuristics studies; human relations; industrial and labor relations; journalism; law; library media; linguistics; literature; mental hygiene; multicultural education; museum education; public health; public policy; reading; research, measurement, and evaluation; social services; special education; teaching English as a second language; theater; urban education; and women's studies.

Such joint programs can prepare individuals for college and university

faculties and for academic and administrative positions within community colleges, public and private schools, research bureaus, religious institutions, and public and private service agencies. In these joint programs, instruction in foundational studies is at a level substantially beyond that required in initial teacher certification and/or licensure programs and includes preparation in at least three of the following disciplines or areas of study: history of education, philosophy of education, religion and education, sociology of education, anthropology and education, politics of education, economics of education, educational psychology, comparative and international education, cultural studies, gender studies, educational studies, and educational policy studies. Such instruction is designed to advance students' abilities to interpret and communicate the content and context of education appropriate to the doctoral or masters level. Students are to produce demonstrable evidence of disciplined writing, acquire skill and understanding in appropriate research methodologies, and participate in field experiences supportive of program goals. Field experiences, including internships, are to be planned, supervised, and evaluated collaboratively by faculty qualified under Standard VIII and appropriate field personnel.

Standard VI

Preparation of Candidates in Masters and Educational Specialists Degrees and Programs in Foundations of Education, Educational Studies, and Educational Policy Studies

As a minimum, three-fifths of masters and educational specialists degrees and programs in Foundations of Education, Educational Studies, or Educational Policy Studies shall be devoted to instruction in at least three of the following disciplines or areas of study: history of education, philosophy of education, sociology of education, religion and education, anthropology and education, politics of education, economics of education, comparative and international education, cultural studies in education, gender studies in education, educational studies, and educational policy studies.

Discussion of Standard VI

This standard seeks to ensure common general qualifications among candidates in masters and educational specialist programs in Foundations of Education, Educational Studies, or Educational Policy Studies to promote sufficient preparation to exercise the interpretive, normative, and critical functions.

The primary professional focus of the programs is to improve the general effectiveness of school professionals, including teachers and administrators. The programs can also prepare persons for a variety of roles in government, business, industry, voluntary agencies, and the arts, and, of course, for more advanced study in Foundations of Education, Educational Studies, or Educational Policy Studies.

Standard VII

Doctoral Degree Programs in Foundations of Education, Educational Studies, and Educational Policy Studies

Doctoral programs in Foundations of Education, Educational Studies, or Educational Policy Studies shall offer concentrated, advanced preparation in at least one of the following disciplines or areas of study and general preparation in at least two others: history of education, philosophy of education, sociology of education, religion and education, anthropology and education, politics of education, economics of education, comparative and international education, cultural studies in educatiron, gender studies in education, educational studies, and educational policy studies. The minimum number of academic staff in Foundations of Education, Educational Studies, or Educational Policy Studies in institutions offering doctoral degrees in these specializations should be the full-time equivalency of at least three faculty members who meet the qualifications of this Standard and represent concentrations in at least two of the disciplines or areas of study listed above.

Discussion of Standard VII

This Standard seeks to ensure common general qualifications among persons seeking the doctorate in Foundations of Education, Educational Studies, or Educational Policy Studies, whatever differences in specialization and emphases might otherwise be encouraged in relation to the foundational disciplines, combinations of disciplines, and area studies.

Doctoral programs preparing individuals whose interests are in developing interpretive, normative, and critical perspectives on educational arrangements, practices, and discourse may be designated as programs in Foundations of Education, Educational Studies, or Educational Policy Studies. The distinctive focus of the programs is the interpretive, normative, and critical examination of education through the framework of the following disciplines or areas of study: history, philosophy, religion, sociology, anthropology, political science, econom-

ics, psychology, comparative and international education, cultural studies, gender studies, educational studies, and educational policy studies.

There are three alternative designs providing general direction for such programs: (1) in Foundations of Education, interpretive, normative, and critical perspectives are developed through concentration on the paradigms and research methods of at least one of the aforementioned disciplines or areas of study; (2) in Educational Studies, interpretive, normative, and critical perspectives are developed through analysis of education as an academic field of study; and (3) in Educational Policy Studies, interpretive, normative, and critical perspectives are developed through the study of educational policy, policymaking processes, and policy outcomes.

The complexities involved in each of these programs make it necessary that candidates be prepared with more than a single perspective. A minimum qualification would be concentrated preparation at a level appropriate to doctoral programs in at least one of the aforementioned disciplines or areas of study and general preparation in at least two other areas. To the extent possible, programs of study are expected to be individualized, thus taking into account the candidate's full background, including undergraduate and masters preparation and other professional experiences. To advance their interpretive, normative, and critical skills and understanding, candidates are expected to: (1) produce demonstrable evidence of disciplined writing; (2) complete advanced study emphasizing appropriate research methodologies; and (3) participate in field experiences which strengthen abilities to interpret and communicate the content and context of issues and themes central to the areas of concentration. Field experiences, including internships, are to be planned, supervised, and evaluated collaboratively by faculty in Foundations of Education, Educational Studies, or Educational Policy Studies and appropriate field personnel.

Standard VIII

Qualifications and Professional Development of Faculty in Foundations of Education, Educational Studies, and Educational Policy Studies

Faculty in Foundations of Education, Educational Studies, or Educational Policy Studies shall be specialists in their fields by virtue of their doctoral degree concentrations and/or by having established active participation in the field of Foundations of Education through their instruction, research, and service. These faculty shall actively promote improvement of college and

university teaching and demonstrate best teaching practices. They shall also engage in research and writing, participate regularly in the programs of appropriate professional and learned societies, and collaborate with educational practitioners and interested citizens on projects of mutual interest. Such activities serve to promote the regular reassessment and growth of their interpretive, normative, and critical perspectives on education.

Discussion of Standard VIII

This Standard seeks to promote formal doctoral and post-doctoral studies among persons engaged in Foundations of Education, Educational Studies, or Educational Policy Studies as a necessary factor in obtaining and maintaining professional qualifications.

Faculty members involved in teaching and research devoted to developing interpretive, normative, and critical perspectives on education participate in a broad range of professional and scholarly activities for the purpose of maintaining currency in their specializations. They play primary roles in promoting inservice and professional development opportunities for their colleagues. Parent institutions, professional associations, and learned societies assist these endeavors by promoting professional, scholarly, and community involvement among faculty. To keep current with movements in society at large and particular communities that impinge on their professional and scholarly commitments, faculty in Foundations of Education, Educational Studies, and Educational Policy Studies also collaborate with practitioners and interested citizens in order to strengthen meaningful lines of communication and to support an integration of knowledge on fundamental issues and problems in education.

A Concluding Word

The ultimate purpose of these ***Standards*** is to promote quality instruction and learning in foundational studies as a means to guarantee to the extent possible that teachers have preservice and professional development opportunities to acquire interpretive, normative, and critical perspectives on education through rigorous study and supervised field experiences. While different approaches are possible, that overarching objective provides the fundamental criterion for assessing foundational studies.

Appendix: Foundations of Education Standards Matrix

Recently, a number of sustained efforts have resulted in new approaches to assessing the professional expertise of beginning and experienced teachers on the basis of what they know and are able to do. With the involvement of the two large national teacher unions, such agencies as the National Council for Accreditation of Teacher Education, the National Board for Professional Teaching Standards (NBPTS), the Interstate New Teacher Assessment and Support Consortium, and state education agencies have sought to conduct assessments of teachers on the basis of evidence of teacher knowledge, dispositions, and performance.

In such efforts, teachers and evaluators use matrices of these categories to assemble evidence of teachers' development in such critical areas and assess teacher compliance with standards developed by professional associations and evaluation agencies. As scholars responsible for articulating the Standards of professional preparation and development in the social foundations of education, the Council of Learned Societies in Education offers the following matrix to assist colleges and universities and professional development agencies in designing and evaluating professional preparation and development programs with strong foundations components. This matrix consists of six general principles, similiar in form and content to the principles articulated by NBPTS, together with specific indicators of knowledge, skills, and practical performance for each principle.

Principle #1:

The educator understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting the meanings of education and schooling in diverse cultural contexts.

Knowledge

The educator has acquired a knowledge base of resources, theories, distinctions, and analytic techniques developed within the humanities, the social sciences, and the foundations of education.

The educator understands the central concepts and tools of inquiry of foundational disciplines that bear on the educational process and can apply these to the formulation

and review of instructional, administrative, and school leadership and governance procedures.

Dispositions

The educator has developed habits of using this knowledge base in evaluating and formulating educational practice.

Performances

The educator can examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences, utilizing critical understanding of educational thought and practice and of the decisions and events which have shaped them.

Principle #2:

The educator understands and can apply normative perspectives on education and schooling.

Knowledge

The educator understands and employs value orientations and ethical perspectives in analyzing and interpreting educational ideas, practices, and events.

Dispositions

The educator has developed the habits of examining the normative and ethical assumptions of schooling practice and educational ideas.

Performances

The educator can recognize the inevitable presence of normative influences in educational thought and practice.

The educator can appraise conceptions of truth, justice, caring, and rights as they are applied in educational practice.

The educator can assist the examination and development of democratic values that are based on critical study and reflection.

Principle #3:

The educator understands and can apply critical perspectives on education and schooling.

Knowledge

The educator understands how the foundations of education knowledge base of resources, theories, distinctions, and analytic techniques provides instruments for the critical analysis of education in its various forms.

Dispositions

The educator has developed habits of critically examining educational practice in light of this knowledge base.

Performances

The educator can utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and effects of educational institutions.

The educator can identify and appraise educational assumptions and arrangements in a way that can lead to changes in conceptions and values.

The educator uses critical judgment to question educational assumptions and arrangements and to identify contradictions and inconsistencies among social and educational values, policies, and practices.

Principle #4:

The educator understands how moral principles related to democratic institutions can inform and direct schooling practice, leadership, and governance.

Knowledge

The educator understands how the foundations of education knowledge base illuminates the conditions which support democracy, democratic citizenship, and education in a democratic society.

The educator understands how various conceptions of the school foster or impede free inquiry, democratic collaboration, and supportive interaction in all aspects of school life.

Dispositions

The educator values democratic forms of association and supports the conditions essential to them.

The educator recognizes that political participation constitutes the social basis of democracy.

Performances

The educator participates effectively in individual and organizational efforts that maintain and enhance American schools as institutions in a democratic society.

The educator can evaluate the moral, social, and political dimensions of classrooms, teaching, and schools as they relate to life in a democratic society.

Principle #5:

The educator understands the full significance of diversity in a democratic society and how that bears on instruction, school leadership, and governance.

Knowledge

The educator understands how social and cultural differences originating outside the classroom and school affect student learning.

The educator has acquired an understanding of education that includes sensitivity to human potentials and differences.

Dispositions

The educator is accepting of individual differences that are consistent with democratic values and responsibilities.

The educator is disposed to the acceptance of human commonality within diversity.

Performances

The educator can adapt instruction to incorporate recognition of social and cultural differences to the extent that it does not interfere with basic democratic principles.

The educator can specify how issues such as justice, social inequality, concentrations of power, class differences, race and ethnic relations, or family and community organization affect teaching and schools.

Principle #6:

The educator understands how philosophical and moral commitments affect the process of evaluation at all levels of schooling practice, leadership, and governance.

Knowledge

The educator understands the tacit interests and moral commitments on which the technical processes of evaluation rest.

The educator understands that in choosing a measuring device, one necessarily makes moral and philosophical assumptions.

Dispositions

The educator is prepared to consider the ontological, epistemological, and ethical components of an evaluation method.

Performances

The educator can articulate moral and philosophical assumptions underlying an evaluation process.

The educator can identify what counts as evidence that a student has (or has not) learned or can (or cannot) learn.